Paterson Public Schools

COMPETENCE   DEVELOPMENT   KNOWLEDGE   POTENTIAL   ETHIC   PERFORMANCE
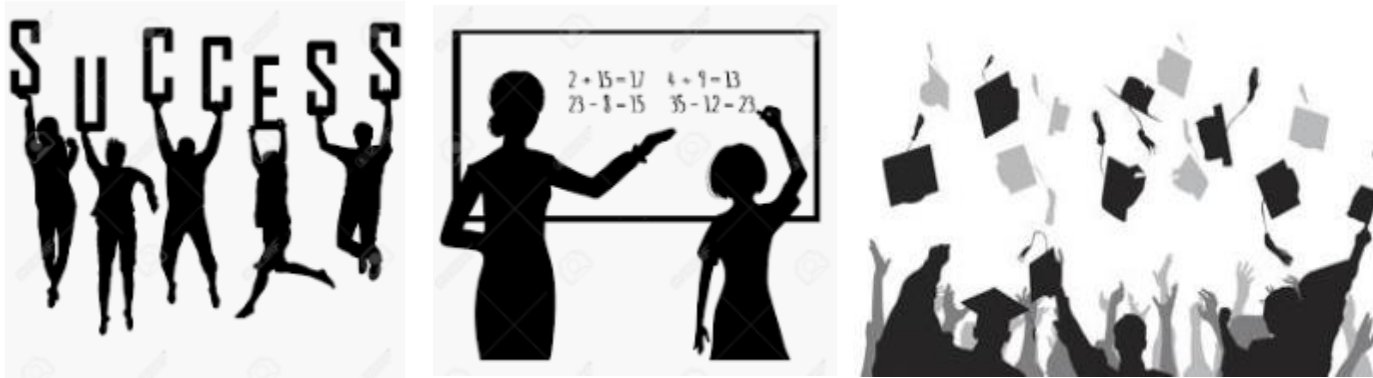
Resource Special Education Teacher
Practice Rubric

Professional Educator Performance Standards

1. **Preparation for Instruction (x2)**
   - ❖ **Professional educators prepare for quality instruction using a comprehensive approach.**

2. **Use of Data to Inform Instruction (x2)**
   - ❖ **Professional educators use data to inform instruction.**

3. **Delivers Quality Instruction (x3)**
   - ❖ **Professional educators deliver quality instruction.**

4. **Interventions to Meet Diverse Needs (x3)**
   - ❖ **Professional educators increase the probability of advancing individual student achievement.**

5. **Classroom Environment (x2)**
   - ❖ **Professional educators establish a culture that is conducive to student well-being and learning.**

6. **Leadership (x2)**
   - ❖ **Professional educators have a responsibility for professional growth and positive leadership.**

7. **Professional Responsibilities (x1)**
   - ❖ **Professional educators have a responsibility to the profession, district, parents, students, and the public.**

Name: _____   **Date:**_____

PERFORMANCE STANDARD #1: PREPARATION FOR INSTRUCTION
Professional educators prepare for quality instruction using a comprehensive approach.

Educators should know and be able to:

1a. Establish a culture of high expectations for learning and achievement.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Expectations & Inclusion	☐ Teaching practices maintain the status quo and do not contribute to the building culture of high expectations for students.	☐ Acts in ways that demonstrate support of the building culture as one of inclusion and high expectations for most students.	☐ Teaching practices reinforce and strengthen the building culture as one of inclusion and high expectations for *all* students.	☐ Initiates and engages in problem-solving to advance the culture of the building as one of inclusion and high expectations for *all* students.	
	Culture of Excellence	☐ The culture in the classroom reinforces low level learning expectations and/or plans to meet even minimal student achievement goals are not clear.	☐ The classroom culture supports student improvement efforts suitable for most students and the teacher outlines the steps to meet student achievement goals.	☐ Establishes a culture in the classroom that challenges *all* students to continuously improve. Develops a plan to measure progress toward meeting challenging student achievement goals.	☐ Creates a culture of excellence in the classroom that focuses on stretching student achievement for *all* student groups. Differentiated plans to meet rigorous student achievement goals are developed and there is a system in place to continuously measure progress toward goal attainment.	
	Communicating Expectations	☐ There is little to no evidence that achievement expectations have been communicated to students in advance and/or achievement goals are low.	☐ Achievement expectations are not communicated well to students and/or the achievement goals are not high enough for some students.	☐ Achievement expectations are communicated in advance to students and the teacher provides example of how students can meet challenging achievement goals.	☐ Students are well prepared to articulate the steps they must take to reach rigorous achievement goals. It is evident that students know where they are in relation to the goals.	

1b. Use district adopted curriculum and content knowledge to design coherent lessons.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Curriculum and Assessment Alignment	☐ Lesson plans, when available, do not align with the district adopted curriculum and/or district assessments.	☐ Lesson plans are partially aligned to the district adopted curriculum and district assessments.	☐ Lesson plans closely align to the district adopted curriculum and district assessments.	☐ Lesson plans are based on a thorough understanding of how to "unpack" the district adopted curriculum and alignment of district assessments.	
	Content Knowledge	☐ Lesson plans reference outdated content knowledge. Information presented in class contains content errors.	☐ Lesson plans are based on a general understanding of content knowledge. While information presented in class is accurate, it may not reflect the most current knowledge of the discipline.	☐ Lessons plans are based on solid content knowledge. Information presented in class is accurate and current.	☐ Lesson plans are based on extensive content knowledge. Information presented in class is accurate, current and consistent with well-established concepts or sound practices of the discipline.	
	Lesson and/or Unit Design	☐ Lesson and unit planning are inadequate. Learning activities do not follow an organized progression and time allocations are unrealistic.	☐ Lesson plans or units are based on activities or resources, rather than focused on objectives. Progression and pacing of learning activities is sporadic, thus, time allocations are not always reasonable.	☐ Lesson or unit is planned in detail around clearly defined lesson objectives. Progression and pacing of the planned learning time (instructional strategies, student activities, use of resources, assessment tasks) is constant, with reasonable time allocations.	☐ Lesson or unit is precisely planned with explicit attention to detail leading to the demonstration of learning of the lesson objectives. The progression and pacing of planned learning time (instructional strategies, accessing materials, use of resources, student activities, and assessment tasks) is highly coherent.	

1c. Post aligned lesson objectives and plan for demonstrations of learning.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Posts Lesson Objectives	☐ Lesson objectives cannot be found or the teacher simply posts a list of activities.	☐ Posts lesson objectives that reference grade level and/or course content. The objectives are not used to re-focus student's attention to task.	☐ Posts lesson objectives that align to a grade level or course essential content or skills. The lesson objective effectively focuses student attention at the beginning of the lesson.	☐ Consistently Posts lesson objectives that align to cross disciplinary, grade-level or course essential content and skills. The objectives serve to effectively focus student's attention to learning targets throughout the lesson.	
	Student Understanding of Lesson Objectives	☐ Lesson objectives are not known to students and students do not know what they are expected to know and be able to do.	☐ Although students are aware of where to find the posted lesson objectives, they rely on teacher direction to focus them on what they are expected to know and able to do.	☐ Lesson objectives are written in student-friendly language and students understand what they are expected to know and be able to do by the end of each lesson.	☐ Students have been well prepared to know that the lesson objective and the demonstration of learning provide direction for them in understanding exactly what they are expected to know and be able to do. This clarity promotes both autonomy and independence in accomplishment of student tasks.	
	Plans for DOL's	☐ The Demonstration of Learning (DOL) is not developed in advance of instruction and/or not aligned with the lesson objective.	☐ The Demonstration of Learning (DOL) is minimally developed and/or may be loosely connected to the lesson objective.	☐ The Demonstration of Learning (DOL) is developed in advance of instruction and is aligned with the lesson objective and/or any modifications made to the lesson plan.	☐ The Demonstrations of Learning (DOL) are designed in advance of instruction, tie closely with the lesson objective and provide multiple ways for students to demonstrate what they have learned.	

Standard #1 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary
	1 - Ineffective	2 - Partially Effective		3 - Effective		4 - Highly Effective	

Comments:

Name:				Date:

PERFORMANCE STANDARD #2: USE OF DATA TO INFORM INSTRUCTION
Professional educators use data to inform instruction.

Educators should know and be able to:

2a. Focus on improving instruction using data.

<table>
<tr><th colspan="2" rowspan="7">INDICATORS OF EFFECTIVENESS</th><th>UNSATISFACTORY</th><th>PROGRESSING</th><th>PROFICIENT</th><th>EXEMPLARY</th><th>EVIDENCE:</th></tr>
<tr>
<td rowspan="2">Use of Electronic Data Management Tools</td>
<td>☐ Relies on someone else to provide student achievement data.</td>
<td>☐ Accesses electronic data management tools to view class achievement results.</td>
<td>☐ Uses electronic data management tools to access and exhibit achievement results for individuals and groups of students.</td>
<td>☐ Regularly accesses and systematically uses electronic data management tools to retrieve data, organize data tables and create profiles on multiple measures of individual and group student achievement results.</td>
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<tr>
<td>Uses Data to Inform Instruction</td>
<td>☐ Even when data is provided, there is no evidence that the information is used to make instructional decisions.</td>
<td>☐ Attempts to make instructional decisions linked to analysis of data, although inferences about the data may not be complete.</td>
<td>☐ Makes accurate use of student achievement data when making instructional decisions.</td>
<td>☐ Accurately draws inferences from multiple data sources with which to make decisions about instruction for both whole group and individual student instruction.</td>
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<tr>
<td>Uses Disaggregated Data to Refine Instruction</td>
<td>☐ No data is considered with which to make changes in instruction.</td>
<td>☐ Examines data at the group level and uses these data when planning instruction.</td>
<td>☐ Examines data at the item level to find strengths and challenges for disaggregated groups of students which is appropriately used when planning instruction for whole or small groups.</td>
<td>☐ Systematically examines data at the item level to find strengths and challenges both for disaggregated groups and for individual students. Uses these data to accurately refine and modify instruction for whole groups, small groups or for specific individuals.</td>
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2b. Use a variety of assessment methods when designing classroom assessments.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Assessment Methods	☐ A single type of population assessment method is used that is not aligned with the evidence outcomes in the curriculum.	☐ Uses a limited number of population assessment methods (e.g., end of chapter or selected response tests) to assess all types of learning, which may be loosely aligned to the evidence outcomes in the curriculum.	☐ Appropriately matches population assessment methods (e.g., personal communication, selected response, constructed response, portfolios and performance tasks) with evidence outcomes in the curriculum.	☐ Evidence of a well-balanced population assessment system is in place which uses a variety of assessment methods (e.g. personal communication, selected response, constructed response, portfolios and performance tasks) that matches intended purpose and is closely aligned with evidence outcomes in the curriculum.	
	Classroom Assessments	☐ Population assessments are of poor quality.	☐ Uses prepared assessments with multiple choice responses as the main criteria for determining what students know.	☐ Creates a variety of population assessments that are a good measure student learning of the lesson or unit objectives. Assessment tasks provide varied options for students to demonstrate what they know and are able to do.	☐ Designs high-quality population assessments that accurately measure student learning of the lesson or unit objectives. Population assessments are a function of learning and not time. Assessment tasks may be embedded within the lesson and/or require a performance component for students to demonstrate what they know and are able to do.	
	Common Assessments	☐ Does not implement or contribute to the development of common assessments.	☐ Cooperates with colleagues to implements common assessments. Compares results.	☐ Collaborates with colleagues to develop and implement common assessments. Engages in data-dialogues with colleagues to better understand how to use common assessment results to improve future instruction.	☐ Collaborates with colleagues to design and implement common assessments. Actively participates in data-dialogues with colleagues to evaluate the results from common assessment tasks and uses that information to re-teach or improve future lessons.	

2c. *Involve students in assessing their own learning.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Scoring Criteria**	☐ Students are not made aware of the assessment scoring criteria in advance of the lesson or unit.	☐ Students are provided with the scoring criteria for success too late in the process to allow adequate time for practice prior to taking assessments. Students may not be able to identify what they need to do to improve performance.	☐ Students have the scoring criteria in advance of the lesson or unit. Based on the scoring criteria, students can identify what they need to do to improve performance.	☐ Students are very familiar with the scoring criteria provided in advance of the lesson or unit. Based on the scoring criteria, students are able to take responsibility for improvements to their work by focusing on what needs to be done to move to the next performance level.	
	Student Self-Monitoring	☐ The teacher does not have a system in place for tracking student achievement results and/or does not have a system set up for students to know how they are doing.	☐ The teacher takes responsibility for monitoring achievement results for students. Without active involvement in monitoring their own learning, students wait for the teacher to let them know their level of proficiency.	☐ The teacher has a system in place that requires active teacher prompting in order for students to monitor their achievement results over time. Students have opportunities to practice self-monitoring. By using the system, students know their level of proficiency against the achievement criteria.	☐ The teacher has established a system that empowers students to become active partners in monitoring their own achievement results over time. Feedback is provided to students on the quality of their self-monitoring. The system includes an organized way for students to keep artifacts that document their level of proficiency against established achievement criteria.	
	Student Goal Setting	☐ Periodically provides anecdotal information to students about how they are doing.	☐ Provides students with information about how to understand achievement data. The teacher sets goals and monitors progress for students.	☐ Coaches students to understand how to interpret their own achievement data and to set focused, yet realistic goals for improving their performance. Students are supported in monitoring their progress.	☐ The teacher facilitates opportunities for students to analyze their own achievement data and supports students in setting specific, yet challenging goals to improve performance. Students create a plan to keep track of their progress over time.	

Standard #2 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Name: _____ **Date:**_____

PERFORMANCE STANDARD #3: DELIVERS QUALITY INSTRUCTION
Professional educators deliver quality instruction.

Educators should know and be able to:

3a. Instruct bell to bell.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Engages Within 1 Minute	☐ The teacher wastes too much time getting the attention of students to begin the lesson.	☐ The teacher loses instructional time engaging students in the learning after the bell rings.	☐ The teacher engages students within one minute of bell.	☐ Students are taught to be self-directed learners who engage in learning activities within one minute of the bell.	
	Transitions	☐ Transitions are chaotic, with much time lost between lesson segments.	☐ Not all transitions are efficient which results in some loss of instructional time. Teacher prompting is required for students to move from one learning segment to the next.	☐ The teacher ensures transitions are smooth with no loss of instructional time. Students move efficiently from one learning segment to the next.	☐ Transitions are designed as instructional opportunities with very little down-time. Students are able to self-progress from one learning segment to the next through well-established routines.	
	Purposeful Closure	☐ The lesson ends abruptly without purposeful closure.	☐ Lesson closure engages a limited number of students. Lesson closure is perfunctory in nature and does not effectively prepare all students for follow-up practice and/or to link the lesson to future learning.	☐ All students are engaged in purposeful closure to the lesson. Teachers use this time as an opportunity to guide reflection upon the learning accomplished, prepare students for follow-up practice and/or make connections to future learning.	☐ All students are engaged in purposeful closure to the lesson. As a result, students leave the classroom with a clear sense of accomplishment, are prepared for follow-up practice, can make connections with future learning and are better able to self-start the next lesson.	

3b. Use a variety of instructional strategies to focus instruction.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Selection of Instructional Strategies**	☐ Lacking instructional focus, classroom time is often filled with activities that merely consume time.	☐ Selects instructional strategies specific to the subject matter to support student understanding.	☐ Selects multiple instructional strategies that serve to maintain focus and cognitively engage students.	☐ Strategically selects from an extensive repertoire of instructional strategies to design meaningful learning experiences that challenge all students to be cognitively engaged throughout lesson.	
	Instructional Delivery	☐ Instructional delivery is poorly executed and significantly lacks learning experiences that engage students.	☐ Instructional delivery (activities, groupings of students, materials, and resources) engages some, but not all, of the students in the learning of content and skills.	☐ Instructional delivery (activities, groupings of students, materials and resources) is effective in engaging students in important learning of content and skills.	☐ Instructional delivery is well executed (activities, groupings of students, materials and resources) and effectively leads to student engagement in significant learning of content and skills.	
	Directions and Expectations	☐ The teacher's written and/or oral directions are confusing to the students, leaving them with questions about what they are supposed to do.	☐ The teacher's written and/or oral directions are sometimes unclear, causing students to frequently ask the teacher to repeat the directions. Explanations of content do not prepare all students to engage in classroom experiences without further guidance.	☐ The teacher's written and/or oral directions contain an appropriate level of detail and are clear to students. Explanations of content and pre-teaching important vocabulary effectively prepare students to engage in appropriate classroom experiences.	☐ The teacher's written and/or oral directions anticipate possible student misunderstanding and plans accordingly. The teacher prepares students well for understanding content by pre-teaching important vocabulary, scaffolding of more complex ideas and insuring that classroom experiences are appropriate, yet challenging.	

3c. Engages students in learning.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Active Engagement**	☐ Allows learning in the classroom to be passive rather than active. Lecture and/or busy work characterize the learning experiences. Does not attempt to engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	☐ Although learning experiences are primarily teacher-directed, the teacher experiments with engagement strategies. Often attempts to engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	☐ Creates an expectation around engagement that learning is an active process. Helps to facilitate learning experiences that promote collaboration. Frequently engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.	☐ Creates an expectation that learning is active not passive. Helps to facilitate challenging learning experiences that promote collaboration, independent learning and choice for all students. Consistently engages students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students	
	Multiple Response Techniques	☐ Calls on one student at a time to respond.	☐ Frequently attributes the correct responses of a few students to the entire class.	☐ Solicits responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) to show they are understanding.	☐ Expects thoughtful responses from all students (e.g. to write a response, to give a thumbs up or down, to ask questions, to hold up an answer on a dry erase desk board) that show they are deepening their understanding of the lesson.	
	Class Discussions	☐ The teacher monopolizes class discussions.	☐ The teacher has limited success in engaging all students in class discussions and/or a few students dominate discussions.	☐ The teacher successfully engages all students in class discussions. Students are provided with opportunities to practice discussion skills.	☐ The teacher organizes the classroom and skillfully prepares students to effectively contribute to class discussions. In addition, students are taught to take an active role to ensure that all voices have an opportunity to be heard in discussions.	

3d. *Continually checks for understanding.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Lesson Sequence and Pacing	☐ The teacher does not use checks for understanding during the lesson. Without checks for understanding no adjustments are made to the lesson sequence or pacing when students are confused.	☐ The teacher does not incorporate enough checks for understanding during the lesson. However, the teacher may adjust future lessons based on student response data at the conclusion of the lesson.	☐ The teacher uses a variety of checks for understanding during the lesson. Based on classroom response data the teacher adjusts the lesson sequence and pacing during the lesson.	☐ The teacher plans for a variety of checks for understanding during strategic points in the lesson. The teacher quickly adjusts the lesson sequence and pacing based on student response data to support individual student success.	
	Questioning Strategies	☐ Teacher questioning is of poor quality presenting low cognitive challenge to students.	☐ Only some teacher questioning strategies invite a thoughtful response.	☐ Teacher questioning strategies require students to extend their thinking and elaborate their answers.	☐ Strategic teacher questioning strategies require students to think critically and defend or justify their answers. Thoughtful questions serve to deepen the discussion.	
	Implementation of DOL's	☐ There is no Demonstration of Learning (DOL) or the lesson simply ends abruptly.	☐ The Demonstration of Learning (DOL) is cumbersome, and difficult to gain quick information from.	☐ The Demonstration of Learning (DOL) is completed in a short period of time and is easy to understand.	☐ The Demonstration of Learning (DOL) is completed in five to ten minutes and is quickly reviewed by the teacher to assess learning. The DOL is easy to understand and varies from day to day.	

3e. Deliver rigorous and relevant content.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Rigorous and Relevant Curriculum**	☐ Lessons and/or units are too easy for the majority of students and/or class time is spent on busy work with low intellectual engagement.	☐ Lessons and/or units spend the majority of class time on knowledge level tasks that may require only some intellectual engagement.	☐ Lessons and/or units are designed to provide students with rigorous curriculum that is intellectually engaging.	☐ Lessons and/or units are designed that maximize productive time focused on high levels of rigor and relevance that challenge students to be intellectually engaged throughout.	
	Prior Knowledge and Making Connections	☐ Presentation of new content is either inappropriate for the grade level, poorly presented and/or does not connect with prior learning and knowledge. The teacher does not explain or leaves out information that would help students understand the relevancy of the concepts to their lives.	☐ Assumes that students are able to make the link to prior learning and knowledge when presenting new content. The teacher spends very little time helping students understand the relevance of concepts to their lives.	☐ Presentation of new content is grade level appropriate and students are able to connect prior knowledge and experiences with the new material being introduced. The teacher uses current examples and prerequisite knowledge known to students to illustrate concepts and make the content relevant for student's lives.	☐ Presentation of new content is challenging, appropriate and links well with students' prior knowledge and experiences. The teacher adeptly uses prerequisite knowledge known to students to illustrate concepts and skillfully bridges connections regarding the relevancy of the learning to student's lives.	
	Relevance for Students	☐ Presentation of lesson is not interesting. Students are bored and uninvolved in learning.	☐ Whether or not they find it interesting, the students follow the teacher's directions and do what is asked of them.	☐ Students are interested and engaged in the lesson and can state how the subject being studied is relevant to their own learning.	☐ Students find the lesson engaging and can explain how the subject being studied is relevant to other disciplines.	

3f. Integrate 21st Century Skills in instruction.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Skills of a 21st Century Learner	☐ Lesson and/or unit design does not help to prepare or teach students to develop 21st Century Skills (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	☐ Lesson and/or unit design helps students to develop skills in using at least one 21st Century Skill (e.g. critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	☐ Lesson and/or unit design includes strategies for teaching 21st Century Skills (e.g., critical thinking and reasoning, problem-solving, information literacy, collaboration, self-direction and/or invention).	☐ Lesson and/or unit design strategically provides opportunities for students to demonstrate 21st Century Skills (e.g., critical thinking and reasoning, problem-solving information literacy, collaboration, self-direction and/or invention).	
	Materials and Resources	☐ Instructional materials and resources are inappropriate for the grade level or course and/or are used ineffectively.	☐ Instructional materials and resources limit student access to different perspectives.	☐ Selects a variety of appropriate instructional materials and resources that provide students with different perspectives.	☐ Secures a variety of relevant materials and resources to enhance and extend instructional experiences reflective of diverse perspectives and issues.	
	Technology Integration	☐ Technology is not used to promote organizational efficiency, support instruction, and/or is used inappropriately.	☐ The teacher experiments with technology to promote organizational efficiency or support the subject matter. However, the technology *may* serve as a distraction from accomplishing the lesson or unit objectives.	☐ When technology is used, it promotes organizational efficiency, students' understanding of content, and is appropriate to accomplishing the lesson or unit objectives.	☐ Integrates technology into the classroom which serves to maximize organizational efficiency, extend students' expertise of both content and available technology, and is always appropriate to accomplishing the lesson or unit objectives.	

3g. *Provides feedback about student proficiency.*

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<tr><th colspan="2" rowspan="2">INDICATORS OF EFFECTIVENESS</th><th>UNSATISFACTORY</th><th>PROGRESSING</th><th>PROFICIENT</th><th>EXEMPLARY</th><th>EVIDENCE:</th></tr>
<tr><td>☐ When feedback is given, it is too little, too late.</td><td>☐ Feedback is provided at the end of units of study. This level of feedback generally does not provide information for students to make error corrections soon enough to improve performance for the next assigned task.</td><td>☐ Feedback on assignments is provided in a timely manner. Students are clear on what areas need improvement for the next assigned task.</td><td>☐ Feedback on assignments, assessments and major activities is timely and reinforces what students did well. Further, the feedback outlines specific strategies for students to practice in order for them to improve upon their performance for the next assigned task.</td><td></td></tr>
<tr><td>Homework</td><td>☐ Homework expectations are not clear to students. Homework assigned as busywork and/or may be confusing to students. There is not a system in place for assigning and managing homework.</td><td>☐ Homework is planned as part of the lesson, although there is not always a clear connection between the concepts and skills taught in the lesson and the homework. Student may have difficulty understanding what is expected of them. Assigning and managing homework is time consuming.</td><td>☐ Homework is designed to reinforce and practice key concepts and skills from the lesson. Students know the expectations for homework completion and how it will be evaluated. Students know the system that is in place to assign and manage homework.</td><td>☐ Homework is designed as an extension of the lesson to reinforce and expand the most important learning concepts and skills. The scoring criteria for successful completion of homework are provided in advance. An efficient system is in place for assigning and managing homework with shared responsibility by the teacher and students.</td><td></td></tr>
<tr><td>Grading and Reporting Student Learning</td><td>☐ Grading is inconsistent, *may* be subjective, and students generally do not know what their cumulative grade will be until the end of the quarter or semester. Grading of assignments is incomplete.</td><td>☐ Grading and reporting student learning is completed at the end of the unit. Grades and progress reports are completed per the school schedule.</td><td>☐ The teacher has designed a grading and reporting system for documenting student learning. This is shared with students and parents in advance. Grades and progress reports are completed and updated regularly to allow students to check their own progress.</td><td>☐ The teacher is proactive in establishing and clearly communicating the system used for grading and reporting student learning. The grading system is weighted to reflect proficiency of learning targets on the most recent and the most important evidence of student proficiency. Grades and progress reports are completed and updated regularly to allow students to monitor their own proficiency.</td><td></td></tr>
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Standard #3 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Name: _____ **Date:** _____

PERFORMANCE STANDARD #4: INTERVENTIONS TO MEET DIVERSE NEEDS
Professional educators increase the probability of advancing individual student achievement.

Educators should know and be able to:

4a. Differentiate instruction based on student needs and background

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Differentiation Techniques	☐ Does not differentiate instruction for highly able students.	☐ Experiments with differentiated instructional techniques for highly able students without clearly defining the student's needs that are being addressed by the use of the strategy.	☐ Appropriately implements differentiated instructional techniques to meet the needs of highly able students.	☐ Analyzes student achievement data to effectively design and differentiate instruction to challenge highly able students.	
	Differentiates for Learning Styles and Abilities	☐ Does not differentiate instruction to address needs of students with varying learning styles and abilities.	☐ Requires support from others to be able to differentiate instruction for students with varying learning styles and abilities.	☐ Provides evidence of incorporating various differentiated instructional strategies (e.g., tiering or compacting lessons) to meet the needs of students with varying learning styles and abilities.	☐ Efficiently and appropriately differentiates instruction and assessment by content, process and/or product to address the unique learning differences of students that have a wide range of learning styles and abilities.	
	Student Backgrounds and Interests	☐ Lessons are planned using a "one size fits all" approach, with no variation for addressing diverse student backgrounds or interests.	☐ Although lessons are planned for whole group instruction, there is some "on the spot" adaptations to meet student interests.	☐ Takes into consideration diverse student backgrounds and student interests when designing and implementing instruction.	☐ Effectively designs and implements lessons using culturally responsive teaching strategies that demonstrate consideration of diverse student backgrounds and incorporate individual student interests.	

4b. *Implements interventions with fidelity and adjusts interventions based on results*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Response to Intervention	☐ Assumes minimal responsibility in providing academic intervention academic needs and does not collaborate with special service providers to support students with unique learning needs.	☐ Attends meetings to discuss concerns for specific students.	☐ Participates in providing students with academic intervention to provide differentiated instruction and consults with special service providers to support student's needs.	☐ Assumes an active role as a member of the team providing academic intervention to provide differentiated instruction and works collaboratively with special service providers to support students with unique needs.	
	Intervention Implementation	☐ Makes no effort to implement interventions or maintain fidelity to the intervention model for students who have learning differences.	☐ Requires additional skill development in effectively implementing selected interventions for students who have learning differences.	☐ Implements interventions for individual students who have learning differences while maintaining fidelity to the intervention model.	☐ Strategically implements and manages various research-based interventions for multiple students while maintaining fidelity to the intervention model(s).	
	Progress Monitoring	☐ Progress monitoring data is not available.	☐ Progress monitoring data is recorded.	☐ Records progress monitoring data to determine if interventions are effective. For students who require more intense interventions, the frequency of progress monitoring is increased.	☐ Maintains progress monitoring data, and analyzes discrete data points to improve intervention effectiveness. Uses many forms of progress monitoring tools appropriately and accurately interprets results to adjust instruction accordingly.	

4c. Adapt and modify instruction for the unique needs of learners

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<th>UNSATISFACTORY</th>
<th>PROGRESSING</th>
<th>PROFICIENT</th>
<th>EXEMPLARY</th>
<th>EVIDENCE:</th>
</tr>
<tr>
<td>Plan for Special Learning Needs</td>
<td>☐ Student information is not used to plan instruction for learners in the general education classroom who have special needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).</td>
<td>☐ Uses student information that is provided by others to plan for learners with special needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) who are in the general education classroom.</td>
<td>☐ Accesses and uses student information to plan instruction for students in the general education classroom who have special learning needs (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).</td>
<td>☐ A system is in place for accessing, retrieving, organizing, and analyzing information for planning instruction for students with special learning needs who are in the general education classroom (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students).</td>
<td></td>
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<tr>
<td>Individual Student Plans</td>
<td>☐ Fails to implement accommodations and/or modifications as specified in individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) when students are in the general education classroom.</td>
<td>☐ Implements required accommodations and/or modifications outlined in individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) with support from others when students are in the general education classroom.</td>
<td>☐ Appropriately implements accommodations and/or modifications as prescribed by individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) when students are in the general education classroom.</td>
<td>☐ Uses individual student plans (e.g., English Language Learners, Gifted and Talented, Special Education and 504 students) to effectively implement accommodations and/or modifications when students are in the general education classroom.</td>
<td></td>
</tr>
<tr>
<td>Interdependence</td>
<td>☐ Resists or is passive in collaborating with others to implement and monitor individual student plans.</td>
<td>☐ Allows others to take the lead in directing, implementing and monitoring individual student plans.</td>
<td>☐ Collaborates and/or co-teaches with other educators to implement and monitor individual student plans.</td>
<td>☐ Forms partnerships and works interdependently as a team with other educators to continually monitor and adjust individual student plans.</td>
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</table>

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<tr>
<td rowspan="2">Standard #4
Overall Score</td>
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<td>Progressing II</td>
<td>Proficient I</td>
<td>Proficient II</td>
<td>Proficient III</td>
<td>Exemplary</td>
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</table>

Comments:

Name:		Date:_____

PERFORMANCE STANDARD #5: CLASSROOM ENVIRONMENT
Professional educators establish a culture that is conducive to student well-being and learning.

Educators should know and be able to:

5a. Contribute to a safe and orderly learning environment.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Rules and Regulations	☐ Disregards, defies, or ignores school behavioral rules and regulations. Student safety is compromised by teacher's lack of compliance with emergency procedures. Is non-compliant and/or negligent with regard to supervision of students inside and outside the classroom setting.	☐ Does not consistently reinforce school behavioral rules and regulations and/or is not clear about established procedures in emergency situations. Supervision of students inside and outside the classroom lacks an appropriate level of attention.	☐ Complies with school behavioral rules and regulations and established emergency procedures to insure student safety needs are met. The supervision of students both inside and outside the classroom is at an appropriate level of attention.	☐ Implements and continually reinforces all school behavioral rules and regulations and established emergency procedures to insure student safety needs are consistently met. Is fully engaged at all times with active supervision of students both inside and outside the classroom setting. There is evidence of students as active partners in assuming responsibility for enforcement of school rules.	
	Safe & Organized Environment	☐ The classroom arrangement is either unsafe or the use of space impedes learning.	☐ Contributes to or creates an environment that is safe, but has a "neutral" feel to it. Limited attention has been given to use of space. The classroom arrangement, while not causing significant management problems, does not contribute to varied learning possibilities.	☐ The classroom environment is safe, organized and designed to support a student focus on learning purposes. Makes efficient use of available space.	☐ Contributes or establishes to a comfortable, safe, and inviting learning environment that is organized to facilitate a focus on learning. Maximizes efficient use of all available space to support a variety of instructional purposes.	

Physical Resources	☐ Uses physical resources (e.g., furniture arrangement, technology, learning stations) poorly and/or learning is not accessible to some students.	☐ The use of physical resources (e.g., furniture arrangement, technology, learning stations) limits engagement and do not necessarily promote learning activities that are accessible to all students.	☐ The use of physical resources (e.g., furniture arrangement, technology, learning stations) contributes to all students being able to access learning opportunities.	☐ Uses physical resources (e.g., furniture arrangement, technology, learning stations) optimally to ensure that all learning is equally accessible to all students. The physical arrangement of the classroom is flexible to maximize student engagement strategies. Takes into account individual needs of students when arranging the classroom environment.	

5b. *Use effective classroom management procedures.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Routines and Procedures	☐ There are no established classroom routines and /or procedures are not reinforced. Students do not know classroom procedures resulting in confusion and a significant loss of wasted learning time characterized by student time off-task.	☐ Procedures to manage classroom routines are outlined, although they are inconsistently followed by the students and/or teacher. The teacher spends too much instructional time redirecting student behavior.	☐ Procedures to manage routine tasks and materials are in place resulting in efficient practices that do not interfere with learning time. Routines and responsibilities for management of tasks is known to students and accomplished efficiently and in ways that do not contribute to "down time."	☐ Procedures to facilitate student management for carrying out routine tasks and materials management are in place resulting in highly efficient practices that maximize time for learning. Procedures and routines are efficiently managed by self-directed learners.	
	Learning Experiences and Activities	☐ Learning experiences and activities are disorganized and poorly managed.	☐ Learning experiences and activities are primarily managed by the teacher resulting in loss of learning time for some students who must wait for teacher directions. There are some inefficiencies in managing routine tasks that take time away from learning.	☐ Learning experiences and activities are routinely organized by the teacher in such a way that students can maximize time for learning.	☐ Learning experiences and activities are highly organized and efficiently facilitated by both the teacher and students who each assume responsibility for maximizing time for learning.	
	Independent and Cooperative Work	☐ Procedures for independent and/or cooperative group work are not established and/or not reinforced - resulting in considerable "down-time" where students are not productively engaged in learning.	☐ In the absence of known procedures, students spend time waiting for teacher re-direction in order to engage in independent work or cooperative group work.	☐ Procedures for independent and/or cooperative group work are known in advance and most students are engaged throughout the lesson in purposeful learning.	☐ Students consistently assume responsibility for following procedures for independent and/or cooperative group work and hold themselves accountable for contributing productively to their own learning.	

5c. *Effectively manage student behavior.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Discipline Plan**	☐ Has not established classroom rules and/or procedures. Standards of conduct are unclear to students. The teacher attempts to control the classroom through threats of referral or by increasing vocal intensity. The teacher spends an inordinate amount of time dealing with behavior issues.	☐ Most students seem to understand the classroom rules and standards of conduct. Consequences for inappropriate behavior are inconsistently applied. The teacher is generally aware of student behavior, but may miss the misbehavior of some students.	☐ Explicit classroom rules and standards of conduct are clear to all students. Consequences for inappropriate behavior are reasonable and consistently applied. The teacher demonstrates awareness of events in the classroom and often anticipates and prevents potential problems.	☐ Students contributed to designing the classroom rules and standards of conduct upheld by all members of the classroom. Consequences for inappropriate behavior are reasonable, clear, and consistently applied. Monitoring by the teacher of events in the classroom is subtle and proactive.	
	Re-direction Techniques	☐ Lessons have numerous disruptions.	☐ The teacher's repertoire of techniques to manage student behavior is limited; resulting in too much time spent redirecting student misbehavior.	☐ While students also monitor their own behavior, the teacher is skilled at using a variety of techniques to re-direct students back to the task of learning.	☐ Students monitor their own and their peers' behavior, correcting one another respectfully. The focus of discipline is to maximize student learning time and students show a respect for the rights of other students to learn.	
	Circulation During Instruction	☐ Remains basically stationary and is often inaccessible to many students.	☐ Utilizes proximity to students during learning activities to prevent disruptive behavior.	☐ Circulates during instruction and learning activities to support engagement, interact with students and monitor behavior and learning.	☐ Circulates during instruction and learning activities to interact with students, prompt student thinking and assess progress. Exhibits a heightened awareness of the learning that occurs in all areas of the classroom.	

5d. *Foster collaboration and self-regulation in students.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	**Fosters Self-Regulation in Students**	☐ Uses a one dimensional approach to directing student learning. Students are passive learners.	☐ Primary responsibility for the students staying on task and focused on learning rests with the teacher. The emphasis is more on the "teacher as worker."	☐ Fosters self-regulation in students so that they are able to take responsibility for staying on task and focusing on improving their performance. There is an emphasis on the "student as learner."	☐ Develops self-regulating students who acknowledge they are being challenged academically and they assume responsibility for staying on task and focused on moving from one performance level to the next. There is a strong emphasis on the "student as producer."	
	Collaborative Decision Making	☐ Does not promote student collaboration or decision making.	☐ Uses a few strategies to engage students in collaborative activities that promote cooperation of students within the class.	☐ Engages all students in collaborative activities that promote communication, decision making and group responsibility to the classroom community.	☐ Facilitates the conditions under which students demonstrate strategies for collaboratively solving problems and engaging in decision making in the classroom and/or school community.	
	Student Leadership	☐ There is no evidence that student leadership opportunities are fostered.	☐ The teacher creates opportunities for individual students to have classroom responsibilities.	☐ Students are given opportunities for leadership in the classroom.	☐ There is strong evidence that the teacher fosters student leadership within the classroom and/or the school community.	

5e. *Promote positive and respectful rapport.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Student-to-Student Interactions	☐ The teacher allows student-to-student interactions characterized by conflict, sarcasm or put-downs. Student interactions in the classroom are disrespectful.	☐ The teacher reinforces student-to-student interactions that are appropriate, but there may be an occasional display of insensitivity to cultural or developmental differences among students.	☐ The teacher fosters student-to-student interactions that are polite and respectful. Student individuality and the dignity of each student is consistently maintained.	☐ The teacher fosters a classroom culture in which student-to-student interactions are highly respectful. As a class, students have learned to be supportive of one another's individuality and developmental levels. The dignity of each student is consistently maintained and honored.	
	Teacher-to-Student Interactions	☐ Teacher-student interactions reflect a lack of rapport between the teacher and students.	☐ Teacher-student interactions are cordial, but may not transfer to positive teacher-student relationships.	☐ Teacher-student interactions are positive and respectful rapport is demonstrated. Positive teacher-student relationships serve as a model for student learning and practicing of behaviors that contribute to a learning community.	☐ Teacher-student interactions serve as a model of positive and respectful rapport. Positive teacher-student relationships promote the development of socially competent students who are able to demonstrate behaviors that contribute to a learning community.	
	Tolerance and Respect for Diversity	☐ The teacher does not teach or model tolerance strategies. Teacher actions/words embarrass and/or devalue students.	☐ The teacher is beginning to address issues related to tolerance and respect for cultural differences, although expectations may not be consistently enforced.	☐ The teacher incorporates lessons on teaching tolerance strategies to students fostering respect for multicultural students. The teacher reinforces high expectations for demonstrations of civility among members of the class.	☐ The teacher is intentional about teaching tolerance strategies and reinforces classroom interactions that are respectful of multicultural students. Students take responsibility for ensuring high levels of civility among members of the class.	

Standard #5 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Name: _____ **Date:** _____

PERFORMANCE STANDARD #6: LEADERSHIP
Professional educators have a responsibility for professional growth and positive leadership.

Educators should know and be able to:

6a. Understand their role and responsibility in implementing the District and/or Building Action Plan.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Leadership Skills	☐ Allows others to fulfill the goals and priorities outlined in the Building Action Plan.	☐ Works collaboratively with leadership to fulfill the goals and priorities outlined in the Building Action Plan.	☐ Actively participates in positively contributing to fulfillment of the goals and priorities outlined in the Building Action Plan by serving in a building leadership capacity (e.g., Department Chair, Grade Level Leader, Content Collaborator, Building Leadership Team, BAAC and/or building committees), and demonstrates Level I Leadership Skills.	☐ Assumes a positive role in seeking more effective, solution-oriented ways within the building and the district to fulfill the goals and priorities outlined in the District/Building Action Plan (e.g., member of the Building Leadership Team, may be a Department Chair, Grade Level Leader and/or serves on building or district level committees), and demonstrates Level II Leadership Skills.	
	Collegial Partnerships	☐ Does not act in ways that reinforce the implementation of school improvement efforts.	☐ Maintains relationships with colleagues to fulfill duties that the school requires.	☐ Provides mutual support and cooperation with colleagues and administrators that contributes to improving the functioning of the school.	☐ Initiates positive relationships and forms collegial partnerships with colleagues, support staff, administrators, parents and others to contribute to the effective functioning of the school and/or programs within the district.	

Focuses on Quality Instruction	☐ Engages in disagreements and/or is unsupportive of school improvement efforts.	☐ Supportive of the school's focus on improving the quality of instruction for students.	☐ Steps forward to support and promote the school's focus on improving the quality of instruction for all students.	☐ Works in mutually reinforcing ways to promote and protect the school's focus on improving the quality of instruction for all students. Displays a sense of self-efficacy.	

6b. Promote the concept of Professional Learning Communities/Professional Forums through collaboration and purposeful involvement.

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	PLC Participation	☐ Works in isolation with little evidence of collaboration with colleagues to implement the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Requires additional skill development and practice for effectively implementing the concepts of PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Actively participates in a PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) to articulate the essential curriculum, design and gather relevant assessment data to inform instruction and implement and monitor effectiveness of intervention strategies.	☐ Exhibits highly collaborative skills that support the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) members in working interdependently to achieve common goals, develop strategies to achieve those goals, gather and use relevant data and continuously learn from one another.	
	Professional Inquiry	☐ No time is devoted to dialogue with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings) to improve student outcomes.	☐ Takes some initial steps to engage in dialogues with colleagues in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings).	☐ Actively participates in a culture of professional inquiry with colleagues to improve best practices in PLC's/professional forums (i.e. vertical and horizontal articulation, data meetings), stays focused and moves the discussion forward.	☐ Facilitates dialogues that challenge self and others on the PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) team to continually improve PLC/professional forums (i.e. vertical and horizontal articulation, data meetings) effectiveness (e.g., engaging in collective inquiry on questions specifically linked to student achievement, use of protocols, engaging in action research and practicing sense-making).	
	Professional Learning	☐ Makes no effort to share knowledge with others or to contribute productively to the professional learning of the team.	☐ Exchanges ideas with other teachers and members of the team regarding such things as instructional materials and teaching strategies.	☐ Volunteers to participate in school or district professional learning making an important contribution to the work of the team.	☐ Shares best practice strategies with others through modeling or conducting professional development both inside and outside the school and/or district.	

6c. Continue professional growth.

INDICATORS OF EFFECTIVENESS		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
	Life-long Learning	☐ Does not engage in professional development activities other than for licensure renewal.	☐ Participates in professional development opportunities to gain new skills. Seeks to improve teaching practices.	☐ Actively reflects on improving teaching practices, seeking new professional development opportunities to grow professionally.	☐ Challenges self to grow professionally providing evidence of life-long learning. Evidence of life-long learning is integrated into teaching practices enhancing effectiveness.	
	Mentorship and Peer Feedback	☐ Does not seek or accept feedback from mentors or peers.	☐ Seeks and accepts support from a mentor and/or peers.	☐ Positively impacts the work of other educators through mentorship and/or peer feedback.	☐ Serves as a skilled mentor for other educators. Takes leadership role in peer feedback and/or establishes mentorship opportunities for students.	
	Performance Goal Setting	☐ Sets low performance goals for self and/or has difficulty providing evidence of monitoring or meeting individual performance goals.	☐ Develops individual performance goals and monitors as required.	☐ Establishes individual, measurable performance goals that align with the building action plan and has a strategy for monitoring own progress in reaching these goals.	☐ Establishes challenging individual, measurable performance goals that meet and/or exceed the goals in the district/building action plan and monitors own progress in reaching these goals.	

Standard #6 Overall Score	☐ Unsatisfactory	☐ Progressing I	☐ Progressing II	☐ Proficient I	☐ Proficient II	☐ Proficient III	☐ Exemplary

Comments:

Name: _____ **Date:**_____

PERFORMANCE STANDARD #7: PROFESSIONAL RESPONSIBILITIES
Professional educators have a responsibility to the profession, district, parents, students and the public.

Educators should know and be able to:

7a. Adhere to federal laws, state statutes and regulations pertaining to education, the Board of Education (BOE) policies, and school rules

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Legal and Professional Responsibilities	☐ Disregards or has no awareness of legal and professional responsibilities pertaining to education.	☐ Has a limited understanding and seeks to raise awareness of their legal and professional responsibilities pertaining to education.	☐ Understands and abides by the legal and professional responsibilities pertaining to education.	☐ Fully understands, abides by and supports the legal and professional responsibilities pertaining to education. The teacher acts proactively in seeing that colleagues comply with standards of excellence.	
	Compliance	☐ Does not comply with school rules and district policies and procedures.	☐ Inconsistently complies with school rules and district policies and procedures.	☐ Complies fully with school rules and district policies and procedures.	☐ Complies with school rules and district policies and procedures. Actively contributes to solutions that promote effective implementation of policies and procedures.	
	Confidentiality	☐ Disregards the legal and professional aspects of confidentiality practices.	☐ Seeks clarification and understanding of confidentiality practices. Takes initiative to do research, ask questions, and communicate with colleagues about best practice with regard to confidentiality laws.	☐ Maintains the legal and professional aspects of confidentiality practices. Has a working knowledge of the law as evidenced by the decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	☐ Demonstrates respect for and prohibits others from sharing confidential information inappropriately. Acts in reinforcing ways to support decisions made regarding how, when, where, why, and with whom confidential information is shared and stored.	

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
		☐ Exhibits disrespectful behavior when interacting with students, parents, staff and/or the community. Violates respectful workplace behaviors.	☐ Interactions with students, parents, staff and the community are neutral. Complies with respectful workplace behaviors.	☐ Consistently models respect for others when interacting with students, parents, staff and the community. Models respectful workplace behaviors.	☐ Promotes a culture focused on exemplifying respect for others. Adheres to high standards of professionalism characteristic of respectful workplace behaviors.	
		☐ Displays unethical or dishonest conduct when dealing with students, parents and/or colleagues.	☐ Uses poor judgment when dealing with students, parents and/or colleagues.	☐ Deals with students, parents and/or colleagues with honesty and integrity.	☐ Displays the highest level of ethical and professional conduct acting honestly and with integrity when dealing with students, parents, colleagues and/or the community.	
		☐ Absent from assignment and assigned duties and/or is habitually late.	☐ Performs assignment and other duties as assigned. Is usually present and on time.	☐ Assumes responsibility for the successful implementation of their assignment and other duties as assigned. Is present and on time.	☐ Assumes full responsibility for, and improves upon, the effective and efficient implementation of their assignment and other duties as assigned.	

7b. Demonstrate professionalism

INDICATORS OF EFFECTIVENESS

Respectful Workplace

Honesty and Integrity

Other Duties as Assigned

7c. *Effectively communicates and solves problems.*

		UNSATISFACTORY	PROGRESSING	PROFICIENT	EXEMPLARY	EVIDENCE:
INDICATORS OF EFFECTIVENESS	Communication	☐ Poorly communicates to students, staff, families, colleagues and/or the community. Communication neither is accurate, understandable nor is it sent in a timely fashion.	☐ Communicates information adequately using oral, written and/or electronic methods.	☐ Consistently communicates clear, understandable and accurate information in an efficient and timely manner with multiple audiences using a variety of communication methods.	☐ Effectively communicates with diverse audiences in a manner that supports the welfare and success of students and the organization. Communication serves to advance understanding in challenging situations.	
	Conflict Resolution and Decision Making	☐ Minimal involvement in identifying and seeking solutions to issues. Solutions may even have an adverse impact.	☐ Makes limited contributions when identifying and seeking solutions to effectively address building or academic issues.	☐ Actively participates to identify and seek solutions using conflict resolution and decision making strategies that effectively address building or academic issues.	☐ Facilitates and models strategies for identifying and seeking solutions to building/district level professional and/or academic issues.	
	Professional Composure	☐ Loses composure or becomes defensive when faced with a difficult problem.	☐ Requires reassurance from others to maintain composure in the face of conflict or difficult issues.	☐ Assumes responsibility for maintaining professional composure in the face of conflict or difficult situations.	☐ Anticipates and diffuses conflicts using a variety of communication methods, as well as conflict resolution techniques. Is a calming presence when faced with conflict or challenges.	

Standard #7 Overall Score	☐ **Unsatisfactory**	☐ **Progressing I**	☐ **Progressing II**	☐ **Proficient I**	☐ **Proficient II**	☐ **Proficient III**	☐ **Exemplary**